

ASSESSMENT OF THE TEACHER EDUCATION PROGRAMS
OF CAVITE STATE UNIVERSITY

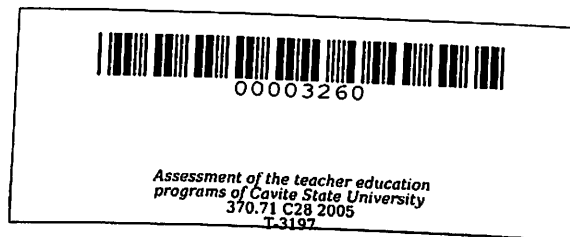
ROLAND JECIEL CATAPAT

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**ASSESSMENT OF THE TEACHER EDUCATION PROGRAMS
OF CAVITE STATE UNIVERSITY**

ROLAND JECIEL CATAPAT

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ABSTRACT

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This research specifically assessed the teacher education program of Cavite State University, from Academic Year 1996-1997 to 2000-2001, with the end view of drawing inputs of the said programs.

The study sought to answer the following questions: (1) What is the history of Teacher Education Program of the College of Education of Cavite State University (CvSU)?; (2) What is the status of teacher education programs of Cavite State University (CvSU) in terms of; admission requirements; unit offerings; instructional system accreditation level and faculty. (3) What is the profile of BEE and BSE graduates of Cavite State University along the following: high school GPA; respondents' preparation and respondents' philosophy. (4) What is the performance in LET of BEE and BSE graduates in the following areas: professional education; general education and major. (5) What is the teaching performance of the BEE and BSE graduates as rated by employers? Is there significant difference between BEE and BSE graduates along the following areas: LET Performance (general education); LET Performance (professional education); LET Performance (average); high school GPA number of units in general education subjects; number of units in professional education subjects general education GPA and professional education GPA. (6) What is the level of correlation between the LET performance of BEE and BSE graduates and the following variables: high school GPA; number of units in professional education subjects; number of units in general education subjects; number of units in major education subjects; GPA in professional

education subjects; GPA in general education subjects; GPA in major education subjects; review classes; extra-curricular activities and teaching philosophy (8) Is there a correlation between the LET performance of BEE and BSE graduates and their teaching performance, as rated by their administrators? (9) What is the level of correlation between the teaching performance of BEE and BSE graduates as rated by their administrators and the following: high school GPA; respondents' preparation; respondents' philosophy and LET performance. (10) What are the predictors of the LET performance among BEE and BSE graduates?

This study utilized of the descriptive correlational method using the questionnaire as its principal instrument. The respondents were 116 BSE graduates and 82 BEE graduates of Cavite State University. The administrators of these graduates were also included in the study. The statistical tools used to analyze the results include percentages, mean, standard deviation, multiple correlation test, and analysis of variance.

Teacher Education Program of the College of Education started to offer the BEE and BSE programs in 1992. From then on, many developments or improvements were undertaken by the department.

The Teacher Education Program of the university has the following admission requirements: high school GPA of at least 85%, should be physically and psychologically fit, notice of admission, original copy of card or Form 138, original copy of certification of good moral character, result of medical and dental examinations, certification that the student belongs to the upper 50% of the graduating class, interview result, and passing the qualifying entrance examination. These entrance requirements are sought so as to maintain quality of the students.

Units in professional education, general education and major are being offered by the Teacher Education Program of the university.

One semester of actual student teaching is a requisite under this program.

Review classes are adequately being provided under this program.

The BSE and BEE programs successfully passed the AACUP Formal Survey or Level II (Accredited Status) accreditation.

Majority of the faculty members of the Teacher Education Department were Associate Professors. The rest held positions of Instructor, Assistant Professor and Professor. Furthermore, most of them held permanent positions.

Most of the faculty have been teaching in the university for more than twenty years. Moreover, they possessed the appropriate degrees to teach. Majority of them were doctoral degree holders, while others were MA graduates.

High School GPA of BEE graduates was 84.96, while BEE graduates had 85.97. There is no significant difference between the BSE and BEE graduates in their high school GPA.

BEE graduates have an average GPA of 2.003 on professional education, and 2.22 on general education. On the other hand, BSE graduates got a weighted average of 1.92 on professional education, 2.168 on general education, and 2.03 on major education.

BEE and BSE graduates perceived extra-curricular activities and review classes as “very satisfactory.”

The number of units in professional education and general education subjects of BEE and BSE graduates are significantly different.

On the other hand, there is no significant difference between the BEE and BSE graduates' GPA in professional and general education subjects.

Only few or 29 percent of BEE graduates had a teaching philosophy, while majority or 72 percent of BSE graduates had their teaching philosophy.

The LET performance of BEE graduates along professional education, got an overall mean of 76.94, general education with 77.41, and a LET general average of 77.25. On the other hand, the LET performance of BSE graduates in professional education, got an overall mean of 76.15, general education with 76.34, major education with 75.91 and a LET general average of 76.27.

There is significant difference between BEE and BSE graduates in terms of LET performance.

BEE and BSE graduates were generally rated “very good” by their administrators.

There is a significant difference between BEE and BSE graduates in LET performance (general education, professional education, and LET average), number of units in professional education and general education subjects.

On the other hand, BEE and BSE graduates are not significantly different in terms of high school GPA and GPA in professional and general education subjects.

Among the eight variables enumerated, only the high school GPA was found out to be significantly related to the LET performance of BEE graduates. On the other hand, it was revealed that the LET performance of BEE graduates was not significantly related to other variables such as number of units in professional education subjects, number of units in general education subjects, GPA in professional education subjects, GPA in general education subjects, review classes, extra-curricular activities and teaching philosophy.

Regarding the relationship between the LET performance of BSE graduates and selected variables, it was found that there was no correlation between LET performance

and the following: high school GPA; number of units in general education, number of units in professional education, and major education; GPA in professional education, GPA in general education, and GPA in major education; review classes; extra-curricular activities; and teachers' philosophy.

All areas under performance, as rated by the administrators were found not to be significantly related to the LET performance of BEE graduates. These were: self-realization of students, teaching methodologies, utilization of teaching materials, classroom management and evaluation skills.

Among the five areas concerning performance as rated by the administrators, four areas were found to be significantly related to the LET performance of BSE graduates. These areas were: teaching methodologies, utilization of teaching materials, classroom management and evaluation skills. On the other hand, the self-realization of students was found to be related to the LET performance of BSE.

The performance of BEE graduates as rated by their administrators (self-realization of students, teaching methodologies, utilization of teaching materials, classroom management, and evaluation skills) were found to be not significantly related to selected variables such as high school GPA, number of units in professional and general education subjects, GPA in professional and general subjects, review classes, extra-curricular activities, LET performance in professional, general, LET average and Philosophy

Among the 14 variables enumerated it was found that only the LET average of BSE graduates was significantly related to the self-realization of students. Variables such as high school GPA, number of units (professional, general, & major education subjects),

GPA (professional, general, & major education subjects), review classes, extra-curricular activities, LET performance (professional, general, and major education), and philosophy, were found to not be significantly related to the performance as rated by administrators (self-realization of students).

The performance of BSE graduates as rated by administrators (teaching methodologies, utilization of teaching materials, classroom management, and evaluation skills), were found out not to be significantly related to selected variables such as high school GPA, number of units in professional, general, and major education subjects, GPA in professional, general, major education subjects, review classes, extra-curricular activities, LET performance in professional, general, major education, LET average and Philosophy

Predictors of LET performance of BEE and BSE graduates are the high school GPA and GPA in major education and general education subjects.

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INTRODUCTION

Meeting public expectations for quality and excellence is not a challenge faced by teachers alone. Many professions today have a variety of entry requirements, standards for professional development and ongoing assessments and accountability practices.

Teachers in most countries are also being challenged to continually update their skills and knowledge. Efforts may be in the form requiring professional development for certificate renewal. Others are focusing their assessment programs on both new and established teachers.

The conduct of assessment or evaluation engaged in by institutions have increased steadily to meet the needs and demands of the constituencies. The best student outcomes assessment processes and methodologies are of little value unless the results are used to improve the curriculum and the teaching process. Rather than searching for a single indicator to demonstrate success, institutions can foster climates that value the use of many different benchmarks, as evidenced by program effectiveness, thereby assuring the public and themselves that students are being well-served by higher education.

One of the major concerns of our educational system today is on how to improve the quality of education. Research reveals that the low level of achievement of the Filipino students is a clear proof that the quality of education in our country is decreasing (Borabo, 1999). It is for this reason that there is a felt need to improve the quality of instruction, to ensure that the students get the best education that they deserve. The assessment of teacher education programs must be given primary consideration and utmost importance to attain this noble objective.